



Title I, Part A

District Monitoring Form

2016-2017

District:
District Title I Coordinator:
Finance Officer:
Date(s) of Visit:
Program Monitor(s)

Introduction

This tool is used in the evaluation of Title I, Part A, activities and procedures in the schoolwide programs, resulting in a determination of compliance and/or effectiveness for each monitoring question. The tool is organized into sections that directly align with the sections of Title I, Part A, of the Elementary and Secondary Act. Each section contains several monitoring questions that will be evaluated individually. The list in parenthesis within each monitoring question contains examples of documentation that may be submitted for review. Only documentation for the current school year must be submitted unless prior year information is requested or applicable. Best Practices are examples of practices or procedures that the Kentucky Department of Education (KDE) staff have observed in other districts that may enhance program effectiveness.

- The ***bold italics*** list within each monitoring question contains examples of documentation that may be submitted for review. Only documentation for the current school year must be submitted unless prior year information is requested.
- **YES** indicates the district/school is in compliance with or is effectively implementing that indicator.
- **NO** indicates the district/school needs technical assistance to be in compliance with or to effectively implement that indicator. Findings and/or recommendations will be stated on the final monitoring report submitted to the district.

Please Note: In some cases, all items may not be required.

I. Eligible Public Schools and Allocation (Section 1113)

	YES	NO	N/A
<p>1. Are there district-level procedures in place to ensure that funds are allocated appropriately and effectively to serve at-risk students? (<i>Title I Application in GMAP, Title I Report in ASSIST, school plan, observations, interviews, budgeting meeting minutes</i>)</p> <p>Notes:</p>			
<p>2. Do principals and councils receive guidance from district leadership on appropriate and effective use of Title I, Part A funds? (<i>meeting notes, planning policies, needs assessment reviews, walkthrough notes</i>)</p> <p>Notes:</p>			
<p>3. Is the documentation of enrollment and low-income students accurate, matching the numbers on the GMAP consolidated application? Is there documentation to support the use of the feeder pattern, if applicable? Are the low income numbers correctly calculated for CEP schools? (<i>measure of low-income (free/reduced price meals, direct certification, AFDC/TANF, poverty data from census, Medicaid, or combination) for free/reduced eligibility, computer printout or forms must match data low-income measure was taken and number of students reported on Title I Ranking Report.</i>)</p> <p>Notes:</p>			
<p>4. Was the enrollment and low-income data for all schools taken on the same day? <i>Exception: For mixed CEP and non-CEP schools, the dates may be different. (date of count must be during planning year and must be consistent for all schools)</i></p> <p>Notes:</p>			

	YES	NO	N/A
<p>5. Are the school allocations being followed, as reported on the current <i>Ranking Report</i> (including 125% rule if applicable)? (<i>GMAP application, school plan, detailed MUNIS budget vs. the Ranking Report</i>)</p> <p>Notes:</p>			
<p><u>Best Practices</u></p> <ul style="list-style-type: none"> • District staff can articulate the process for allocating funds. • Funds are allocated based on needs, while maintaining rank order, and needs are factored in to budgeting calculations. Discussions are consistent with explanations given by school level staff. • Schools are served with varying per pupil amounts, while maintaining rank order. • Budgeting/use of funds consultation between district staff and principals continually occurs. • District improvement plans are reviewed continually throughout the year. New needs are identified. • State test scores reflect growth in achievement. The scores are not stagnant. • School descriptions on Worksheets 3 and 4 of the <i>Ranking Report</i> are not the same or copied and pasted year to year. 			

II. Local Institutions for Neglected Children (Section 1113)

(Include visit to the local institution)	YES	NO	N/A
<p>1. Is there documentation to support the child count for local institutions for neglected children that was submitted to KDE? (<i>Annual Survey of Children in Local Institutions for Neglected or Delinquent Children vs. documentation of children attending neglected facility, attendance data for children that have been in the facility for at least one day in October used to complete the survey – could be from Infinite Campus or could be attendance kept by teachers at facility.</i>)</p> <p>Notes:</p>			
<p>2. Was each institution effectively consulted about services? Are services based on student needs, and are sufficient funds allocated for the services? (<i>notes and dates of meetings, signature of institution official, needs assessment data, interview with facility staff</i>)</p> <p>Notes:</p>			
<p>3. Are funds in the district set-aside being expended on identified student needs and is there enough reserved to provide effective and comparable services to students within the facility? (<i>detailed MUNIS budget, interview with facility staff</i>)</p> <p>Notes:</p>			
<p><u>Best Practices</u></p> <ul style="list-style-type: none"> Neglected facility staff can describe the consultation process to determine needs and can describe services being provided to their students. Consultation and services descriptions are consistent with what is described at the district. District staff can explain the process used to determine the amount of funding reserved for the neglected institution. 			

III. Homeless Children and Youth (Section 1113 and Section 722 of Title X)

	YES	NO	N/A
<p>1. Has the district appointed an individual to serve as the homeless liaison? Note: Identify the homeless liaison</p>			
<p>2. Has the district effectively communicated to students, families, school and district staff, shelter workers, and other community service providers that there is a designated local homeless liaison within the district (whether or not it receives a McKinney Vento grant) to serve as a primary contact for identifying homeless families or for obtaining/providing services to those families? (Title I Coordinator, interview with the liaison; newspaper postings/articles, student handbook information, fliers) Notes:</p>			
<p>3. Are homeless children and youth effectively identified by school personnel and through coordinated activities with other entities and agencies? (annual homeless count, data from Infinite Campus, district policy on identifying homeless families, training minutes) Notes:</p>			
<p>4. Are enrollment and attendance barriers effectively reduced so that homeless students are enrolled in and have full and equal opportunity to succeed in school? (district policies and procedures that do not create enrollment and school attendance barriers) Notes:</p>			
<p>5. Are Homeless Education posters in place at each school and at the district office (both English and Spanish versions, if appropriate)? (observations of poster) Notes:</p>			

	YES	NO	N/A
<p>6. Do homeless children and their families receive education services for which they are eligible, including Head Start, Even Start, and district preschool programming, referrals to health, mental health, dental, and other appropriate services? (information provided to families, referrals through Family Resource and Youth Services Centers)</p> <p>Notes:</p>			
<p>7. Are homeless families and unaccompanied youth effectively informed of and assisted in obtaining available transportation services, including transportation to and from the school of origin, to ease the burden of attending school or obtaining services? (information provided to parents, documentation of assistance)</p> <p>Notes:</p>			
<p>8. If a dispute arises over school selection or enrollment, is the homeless student immediately enrolled in the school of choice pending resolution of the dispute? Is the family or youth made aware of the right to challenge placement and enrollment decisions? (written statement of school placement decision and the appeal rights, district enrollment policies)</p> <p>Notes:</p>			
<p>9. Are Title I funds reserved and spent to meet the needs of homeless children and youth in non-Title I schools? (district set-aside on Title I GMAP application, detailed MUNIS budget)</p> <p>Notes:</p>			
<p>10. Are Title I funds reserved and spent for the McKinney Vento Homeless Education Grant, if applicable? (district set-aside on Title I GMAP application, detailed MUNIS budget)</p> <p>Notes:</p>			

	YES	NO	N/A
Best Practices <ul style="list-style-type: none"> • The district has specifically named a homeless liaison. • Homeless set-aside funds are being spent on student needs, with a focus on educational programming. • Homeless students are identified in relative proportion to the district's poverty percentage. • No complaints concerning enrollment or school placement of homeless students have been filed. • District staff can describe the processes in place to ensure the best placement for homeless students. • Parent/Student Notification of Rights posters are placed in every school and in the district office. Notifications of Rights are posted in other media that have wide ranging availability to the community. • Staff can articulate the dispute resolution process and have access to the documentation regarding the dispute resolution process. • MUNIS report shows evidence of use of funds, other than homeless set-aside or McKinney-Vento grant, in support of homeless students. • Use of gas cards and/or reimbursement for gas, if appropriate. 			

IV. Parent Involvement (Section 1118)

	YES	NO	N/A
<p>1. Is the district Parent Involvement Policy being effectively implemented? Were parents of participating students in public and private schools involved in the development of the district Parent Involvement Policy, and do they review the policy annually? (interviews with district staff, school staff, parents; meeting minutes and dates of meetings, sign-in sheets)</p> <p>Notes:</p>			
<p>2. Are effective partnerships between parents and district/school staff being built and maintained? (sign-in sheets, training topics, interviews with school staff and parents)</p> <p>Notes:</p>			
<p>3. Are there meaningful opportunities for all parents, including those who lack literacy/language skills, are disabled, are economically disadvantaged, or are homeless, to participate in the education of their children? (letters, log of phone calls, interviews with parents)</p> <p>Notes:</p>			
<p>4. Are annual parent evaluation findings used to revise district and school-level policies? Does the annual evaluation determine whether there are barriers to greater participation by parents who lack literacy, language skills, are disabled or are economically disadvantaged? (copy, results, and written summary of annual evaluation of parent involvement program, recommendations for changes to policies)</p> <p>Notes:</p>			
<p>5. Are parents involved in deciding ways in which parent involvement funds are used? (minutes and dates of meetings, sign-in sheets)</p> <p>Notes:</p>			

	YES	NO	N/A
<p>6. Is there ongoing communication with parents in their native language(s)? <i>(letters, log of phone calls)</i></p> <p>Notes:</p>			
<p>7. Is there an annual meeting to inform parents Title I program requirements and their right to be involved? <i>(minutes and dates of meetings, sign-in sheets)</i></p> <p>Notes:</p>			
<p><u>Best Practices</u></p> <ul style="list-style-type: none"> • District staff can describe the district Parent Involvement Policy. • District staff can describe some of the parent involvement activities being implemented at the schools. • District staff can describe how a concerted effort is being made to build school/parent relationships. • Parent involvement goes beyond the school council representatives. • The district is “thinking outside the box” in order to get more parents to participate as active partners. • “One Call”, marquees, TV monitors, newsletters, Infinite Camus access, and other one-way communications do not represent effective parent involvement practices alone. Parents have genuine opportunities to help plan, implement, and participate in activities in a format that promotes two-way communication. • Parent survey questions are focused on allowing parents to give feedback on the effectiveness of parent involvement activities. • The district provides opportunities for parent input at the beginning of the year in addition to the required end-of-the-year survey. • Parent involvement is seen as a two-way communication tool. 			

V. District Level Program Design and Effectiveness (Section 1112)

	YES	NO	N/A
<p>1. Does district-level Title I, Part A, staff coordinate and collaborate with other district-level staff (e.g. DPP, DAC, finance officer, instructional supervisors) to ensure that services are being provided based on each school's needs? <i>(Needs Assessment, interviews, schedules, minutes of meetings, improvement planning contact list)</i></p> <p>Notes:</p>			
<p>2. Are there processes the district Title I, Part A, Coordinator uses to verify that activities/strategies in the SWP or TAS are being implemented effectively? <i>(observations compared to plans, walkthrough notes, meeting notes)</i></p> <p>Notes:</p>			
<p>3. Does the district Title I Coordinator work in consultation with school councils, principals, teachers, and other school personnel to analyze data and review the schoolwide program (SWP) or targeted assistance (TAS) program plan, ensuring compliance and effectiveness? <i>(interviews, schedules, minutes of meetings, needs assessment, SWP/TAS reviews)</i></p> <p>Notes:</p>			
<p><u>Best Practices</u></p> <ul style="list-style-type: none"> • Various district staff can explain and give similar answers about how they collaborate with the Title I, Part A, Coordinator. • SWP and TAS plans are reviewed throughout the year. • School descriptions on Worksheets 3 and 4 of the <i>Ranking Report</i> are not the same or copied and pasted year to year. • The district has in place a continuous monitoring process to ensure that its Title I, Part A, schools are meeting program requirements and are using funding to implement programs and services. 			

VI. Services to Eligible Private School Children (Section 1120)

(Include a visit to all applicable private schools)	YES	NO	N/A
<p>1. Are there effective processes used to verify that all students that attend private schools serviced by Title I, Part A, come from participating public school attendance areas? (names and addresses from DPP or private school officials, interviews with district staff or private school officials)</p> <p>Notes:</p>			
<p>2. Did public and private school officials consult to determine the measure used to identify low-income private school students and is that measure comparable? (poverty data maintained by private school officials – free/reduced price meal data, survey, comparable data such as scholarship applications, application of low-income percent of each participating public school, equated measure of low-income)</p> <p>Notes:</p>			
<p>3. Has the district consulted with private school officials to determine multiple educational criteria that effectively determine which eligible private school students will receive Title I services? <i>Note: The low-income students that generate funding for services are not necessarily the students that will receive the services.</i> (criteria such as achievement tests, teacher referrals, and grades, list of students)</p> <p>Notes:</p>			
<p>4. Do services to eligible private school students begin at the same time services to public school students begin? (interviews with private school officials)</p> <p>Notes:</p>			

(Include a visit to all applicable private schools)	YES	NO	N/A
<p>5. Do the Title I services effectively supplement and coordinate with regular services provided in the classroom and do they hold reasonable promise of improving student academic performance? (observations, interviews, schedules, evidence of ongoing communication between the Title I teacher and the private school teachers of Title I participants, shared lesson plans)</p> <p>Notes:</p>			
<p>6. Are there processes in place to ensure effective, ongoing communication between the Title I teacher and parents of Title I participants on the students' academic success? (progress reports, parent-teacher conferences, meeting notes)</p> <p>Notes:</p>			
<p>7. If the district employs a para educator, is the para educator under the direct supervision of a public school-employed, teacher? (observations, interviews with Para educator and supervising teacher)</p> <p>Notes:</p>			
<p>8. If the district contracts with a third party to provide Title I services to eligible private school children, does the district have an effective RFA process for approving and monitoring a third party contractor? (copy of contract, Request for Application (RFA)/reviewer process, forms/checklists showing that third party contractor has been monitored by district)</p> <p>Notes:</p>			
<p>9. Is there an effective written agreement/compact between the district and the parents of the private school participants regarding the responsibilities of the district and the parents in the Title I program? Is the compact being followed? (interview with private school officials, documentation of professional development provided, compact copies)</p> <p>Notes:</p>			

(Include a visit to all applicable private schools)	YES	NO	N/A
<p>10. If the district reserves funds for professional development activities (PD Not Required set-aside), have the district provided equitable and effective PD services to the private school teachers of participating students? <i>(interview with private school officials, documentation of professional development provided)</i></p> <p>Notes:</p>			
<p>11. Does the district annually assess the effectiveness of the Title I, Part A, program toward enabling participating private school children to meet the standards agreed upon by the district and the private school? Is the program adjusted as a result of the evaluation? <i>(documentation that progress is being made by participating private school students in meeting agreed upon standards)</i></p> <p>Notes:</p>			
<p>12. Does the public school district regularly and effectively supervise the Title I services to private school participants? <i>(interview with private school staff, notes of meetings between Title I Coordinator and service providers)</i></p> <p>Notes:</p>			
<p>13. Does the district exercise effective administrative direction and control over Title I funds, materials, equipment, and property that support services to private school children? <i>(inventory of property as a part of the master inventory list, detailed MUNIS budget, interview with private school officials)</i></p> <p>Notes:</p>			
<p>14. Are the providers of services (i.e., teachers, Para educators) under contract with the public school district or employees of a third party contractor and not under a contract as a private school employee during the time that Title I services are occurring? <i>(contracts between public school district and service providers, contract between public school district and third party contractor showing employees)</i></p> <p>Notes:</p>			

(Include a visit to all applicable private schools)	YES	NO	N/A
<p>15. Has the district contacted private schools (within and outside the district) serving students from participating public school attendance areas to offer equitable services? (list of students attending private schools from the DPP, letter/form showing private schools were contacted)</p> <p>Notes:</p>			
<p>16. Does the district have written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools? (notes and dates of meetings, signature of school official)</p> <p>Notes:</p>			
<p>17. Does the district provide equitable educational services to eligible private school students based on the consultation with the private school officials? (interviews with private school, per pupil amount being followed)</p> <p>Notes:</p>			
<p>18. Does the Title I teacher and Para educator employed by the district meet the qualification requirements? Note: This requirement does not apply to teachers or Para educators hired through a third party contractor. (teaching certificate, EPSB documentation, LEAD and Housse, Kentucky Para Educator Assessment)</p> <p>Notes:</p>			
<p>19. If a district is required to set-aside 1% of its Title I allocation for parent involvement, is a proportionate amount used for the involvement of parents of participating private school students? Note: If the district sets aside more than 1%, the district must use a proportionate amount of the <u>total</u> for private schools. (notes and dates of parent involvement activities, interview with private school officials)</p> <p>Notes:</p>			

(Include a visit to all applicable private schools)	YES	NO	N/A
<p>20. If the district set-aside funds for PD Not Required and/or School Extension Programs, is a proportionate amount used for participating private school students? (notes and dates of meetings, interviews with private school officials)</p> <p>Notes:</p>			
<p>21. Does the district have a procedure to resolve an issue if private school officials believe that timely and meaningful consultation has not occurred? If the response at the local level is not satisfactory, is the private school official aware that they may contact KDE to resolve the problem? (copy of procedures from Title IX, Part A, Uniform Provisions Subpart 1, copies of resolution of complaints)</p> <p>Notes:</p>			
<p><u>Best Practices</u></p> <ul style="list-style-type: none"> • District staff can describe how the district verifies students being served live within the district boundaries. • Services are provided to private schools. These services go beyond classroom materials and professional learning. • The district either hires all staff or contracts with a third party (i.e. Sylvan Learning Center) to provide services to private school students. If the district contracts with a third party to provide services, the district follows all procedures relating to a Request for Application to ensure an effective contractor is selected. District staff can explain the RFA evaluation process. • The district Title I, Part A, Coordinator oversees private school services, including tracking student performance. • Consultation with private school officials and the evaluation of services is ongoing throughout the year. District staff considers private school official opinions and request when designing a program to meet students' needs. • Private school teachers working with Title I students are invited to attend PD conducted at the school. • The district uses multiple, objective educational criteria to determine which students receive Title I services. • Title I, Part A, services to private schools (including professional learning, parent involvement, and student services) begin at the same time that the public school system year starts. • The list of private school students receiving services is fluid, allowing for students mastering standards to move out of the program and another student in need to enter the program. 			

VII. Fiscal Management (Section 1120A)

(meet with Title I Coordinator and Finance Officer)	YES	NO	N/A
1. Are schools' and the district's staffing patterns and financial expenditures/obligations consistent with the approved GMAP Consolidated Application? <i>(list and count of staff, financial expenditures on detailed MUNIS budget)</i> Notes:			
2. Is a separate accounting of Title I funds maintained in the MUNIS system identified by school units? <i>(detailed MUNIS budget and invoices documenting Title I expenditures by schools)</i> Notes:			
3. Are expenditures allowable and needs based? <i>(invoices, journal entries, needs assessment vs. expenditures)</i> Notes:			
4. What evidence do you have to support your indirect cost expenses? <i>(documentation supporting expenditures)</i> Notes:			
5. Has the district appropriately tagged/identified Title I assets/equipment? <i>(sampling of assets/equipment with barcodes, labels, or other markings)</i> Notes:			

(meet with Title I Coordinator and Finance Officer)	YES	NO	N/A
<p>6. Does the district dispose of unneeded Title I equipment in accordance with EDGAR, 80.32(c)(1) that provides that when equipment is no longer needed for its original purpose, it may be used for activities currently or previously funded by other federal programs? (reason for the disposal of equipment, removal from master inventory)</p> <p>Notes:</p>			
<p>7. Has the district met the maintenance of effort requirement through either the combined fiscal effort per student or the aggregate expenditures of the district for the preceding fiscal year was not less than 90% of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year? (This is reported by the Division of Budgets and Financial Management at KDE – SEA Receipts and Expenditures Report compiled from LEA Annual Financial Report.)</p> <p>Notes:</p>			
<p>8. Does the district have a salary schedule that applies to all instructional personnel? (district salary schedule)</p> <p>Notes:</p>			
<p>9. Is there documentation on file to support the data used to complete the approved <i>Comparability Report</i>? (comparability study and supporting data completed for the current year)</p> <p>Notes:</p>			
<p>10. Are there procedures in place to ensure that Title I funds supplement, not supplant general (state and local) funds and is there documentation on file to support that? (school council general funds allocations, expenditure reports, signed assurances, interviews, policies and procedures)</p> <p>Notes:</p>			

(meet with Title I Coordinator and Finance Officer)	YES	NO	N/A
11. Are all Title I records kept for the current year and three previous years? (records are on file, procedures for archiving and disposal) Notes:			
12. If the district receives \$50,000 or more in Title I, Part A funds, are there effective procedures in place to monitor the expenditure of funds in meeting the 15% carryover provision? Did the district have 15% or less carryover of FY15 funds on September 30, 2015? (MUNIS expenditure report, copy of waiver request and approval, documentation of fiscal control, interviews, policies and procedures) Notes:			
13. Have changes in the GMAP Consolidated Application been submitted to KDE's Title I office? (MUNIS vs. Consolidated Application, transfer amendments, emails) Notes:			
14. Do payroll records document the staff at the district and school level paid completely or partially from Title I funds? (list and count of staff) Notes:			
15. Do district personnel paid partially from Title I funds maintain monthly Personal Activity Reports that account for the percentage of time the employee worked directly with Title I and other duties? Is the report signed by the employee and supervisor who has first-hand knowledge of the work performed? (monthly Personal Activity Reports signed by employee and supervisor) Notes:			

(meet with Title I Coordinator and Finance Officer)	YES	NO	N/A
<p>16. Do district personnel paid solely from Title I funds maintain semi-annual certification stating that the employee has worked solely with Title I for the period covered by the certification? Is the certification signed by the employee and supervisor who has first-hand knowledge of the work performed? (<i>semi-annual signed certification</i>)</p> <p>Notes:</p>			
<p>17. Are the two most recent financial audits free of any federal findings? Have the findings been resolved? (<i>copy of the two most recent financial audit findings, resolutions of findings</i>)</p> <p>Notes:</p>			
<p>18. Was only the Title I portion of the financial audit charged to the Title I account? (<i>detailed MUNIS budget code 0342 documenting Title I expenditure</i>)</p> <p>Notes:</p>			
<p>19. If the district has a Title I allocation exceeding \$500,000, has the district tracked the required 1% of the district Title I allocation for parent involvement? (<i>PROJECT NUMBER: 310CM; The district should add the sub-project codes to the projects included in the Electronic Quarterly Expenditure Report in MUNIS that is submitted to KDE.</i>)</p> <p>Notes:</p>			
<p>20. Is 95% of the district's 1% allocation distributed to schools served by Title I? Are funds used to provide needs-based activities that effectively engage parents? (<i>detailed MUNIS budget and invoices at the school level</i>)</p> <p>Notes:</p>			

(meet with Title I Coordinator and Finance Officer)	YES	NO	N/A
<p>21. Has the district established a policy that underscores equivalence among all shareholders? (Federal Funding Policy in district Policy Manual documenting district-wide policy, Policy 08.1345 if using KSBA)</p> <p>Notes:</p>			
<p>22. Are expenditure reports submitted accurately and on a timely basis to the state? (MUNIS reports)</p> <p>Notes:</p>			
<p>23. Are Federal Cash Request forms submitted on a timely basis to the state and the 30 day cash advancement limitations adhered to? (Federal Cash Request forms, MUNIS expenditure reports)</p> <p>Notes:</p>			
<p>24. Has the district adopted a written procedure for the receipt and resolution of complaints alleging a Title I, Part A violation? (complaint procedure that includes the steps outlined in the Procedures for Ensuring Prompt Resolution of Complaints)</p> <p>Notes:</p>			

Best Practices

- District staff know how Title I, Part A, funds are being expended.
- Independent auditors have not contacted KDE concerning suspicious or questionable expenses. The Office of Education Accountability (OEA) has not investigated the district in relation to its Title I, Part A, program.
- District staff can explain the process for approving/denying Title I, Part A, expenditures.
- Purchases from vendors such as Walmart, Oriental Trading are limited. Food purchases are limited in relation to the size of the district allocation.
- District staff can demonstrate that schools are meeting state funded allocation prior to using Title I, Part A, funds to hire staff.
- District staff can explain how Title I, Part A-purchased items are tagged and inventoried.
- MUNIS match the Ranking Report.
- The district Title I, Part A, Coordinator can locate Title I, Part A, records and can discuss the archive procedures.

Title VI, Part B, Subpart 2 (RLIS) District Monitoring Form

2016-2017

The following will be used to monitor districts uses of Rural and Low-Income School Program funds and only applies to the districts receiving those funds.

Rural and Low Income School (RLIS) Program	YES	NO	N/A
1. Using the district needs assessment, does the district use the funds to support local education reform efforts that are consistent with statewide education reform efforts? (<i>school plan, observations, interviews, budget meeting minutes</i>) Notes:			
2. Is the funding used to implement reform programs and school improvement programs based on scientifically based research? (<i>meeting notes, needs assessment, school plan</i>) Notes:			
3. Is the funding used for professional development to assist in the achievement of program goals? (<i>professional development reports, MUNIS expenditure reports, needs assessment</i>) Notes:			
4. Is funding used for technology training to improve teacher's instruction? (<i>interviews with staff, school plan</i>) Notes:			

Rural and Low Income School (RLIS) Program	YES	NO	N/A
<p>5. Is funding used for educational technology to improve the academic achievement of students? (needs assessment, interviews, lesson plans)</p> <p>Notes:</p>			
<p>6. Is funding used to reach targeted populations: subgroups, homeless, migrant, instructional and administrative staff, paraprofessionals, and parents? (interviews with staff, school plan, coordination of programs to serve students)</p> <p>Notes:</p>			
<p>7. Is funding used to contribute to the attainment of college and career readiness goals? (needs assessment, interviews)</p> <p>Notes:</p>			
<p>8. Is funding used to provide parent involvement activities supported by the RLIS program? (sign in sheets, interviews with district staff, meeting minutes)</p> <p>Notes:</p>			
<p>9. Is funding used for activities within the district that would be allowable expenditures of the Title I, Part A, program? (meeting notes, planning policies, needs assessment, detailed MUNIS budget)</p> <p>Notes:</p>			
<p>10. Are the financial expenditures consistent with approved Title I allowable expenses? (detailed MUNIS budget, interviews, coordination of RLIS funds with other funding sources)</p> <p>Notes:</p>			

Rural and Low Income School (RLIS) Program	YES	NO	N/A
<p>11. Are expenditures supported by appropriate documentation? (<i>needs assessment, detailed MUNIS budget, appropriate assessment data showing progress of students</i>)</p> <p>Notes:</p>			
<p><u>Best Practices</u></p> <ul style="list-style-type: none"> • District staff can articulate the process for allocating funds. Funds are allocated based on needs. • School improvement plans are reviewed throughout the year, and new needs are identified. • State test scores show growth in achievement. The scores are not stagnant. • The district coordinates RLIS funds with other funding sources. • Funds used to support programs and initiatives at non-Title I, Part A, funded schools. 			